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# The National Clearinghouse on Family Violence

## Parent-Child Relationships – Children

"I want so much to be a good parent."  
"I want my child to succeed in life."  
These anxious remarks are a common refrain among parents. All too often, parents are afraid of making a mistake that could mark their child, or fear "leaving out" something important. But let's make one thing clear right from the start: parenting is something you learn as you go along. Trusting your basic common sense and your instincts, and talking things over with others, is still the best way to go. Having faults does not disqualify you from being a good parent – we all have our strengths and weaknesses. After all, to err is human, but to be perfect is impossible.

These two fact sheets on parent-child relationships are aimed at giving you a helping hand. Although they are intended mainly for parents of school-aged children, the information is general enough to be of equal benefit to

parents of younger children. The first sheet deals with children's development and needs, while the second focusses on the role of the parent and on ways of facilitating the parent-child relationship.

### 1. Being a Child Today

When a child is born, he is totally dependent on the care provided by those around him. It is in these conditions that his physical, affective and social development begins. When he reaches adulthood, he will assume responsibility for himself and for his continuing development.

Childhood is a relatively short period in life, and yet it is a time for much learning. Every child begins life with a certain hereditary endowment. Indeed, an attentive parent will quickly identify a number of character traits. These

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traits are the basis for the child's personality, but the manner in which he is raised will have an impact on the way he expresses this personality.<sup>1</sup> The child himself plays an important role in his development through the way he acts, interacts and reacts. He, in turn, influences those around him.

Furthermore, because today's child is constantly exposed to new realities, he will grow up to be different from his parents.

## 2. Child Development

### *Children grow in stages<sup>2</sup>*

- Children do not develop at a regular rhythm. The process of development can be likened to a stairway whose steps are neither the same height nor the same size. Some steps can be climbed quickly, while others take longer. Each child progresses in his own way and at his own pace.
- Learning experiences are followed by a pause. This pause is necessary, in that it enables the child to assimilate what he has just learned. Practice allows his confidence to grow. He must be able to pause before moving on to the next challenge.
- Taking on a new challenge involves leaving behind a certain element of comfort. A child may be afraid of walking to school by himself, but his desire to become a "big boy" will encourage him to persevere. At times, learning can be difficult. Nevertheless, each new learning

experience adds to a child's confidence and pride (not to mention the pride of the parent when he hears his child say: "I did it!").

- A child's development can be interrupted by regressions and fixations. Regression involves turning back to a stage or a behaviour that is familiar. Fixation involves an arrest in development. Children (and adults, for that matter) use these methods to regain confidence in themselves.
- Each completed stage serves as a springboard for the next. To achieve independence, a child must take on age-appropriate challenges. Otherwise, his development will be compromised. Throughout this process, we must remember that the parent's support helps the child succeed.

### *Ways parents can help their child develop*

- Each age has its own challenges. Placing excessive demands on a child who is neither old enough nor mature enough to meet them is only setting him up for failure. And too many failures will prevent him from developing self-confidence. This, in turn, will leave him feeling incompetent and fearful when facing future challenges.
- Waiting too long to introduce new expectations is also inadvisable, because the child will have lost interest in – and hence his motivation for – developing the required skill.



Moreover, if it is too easy for him to master a skill, he will not learn how to overcome difficulties, persevere and try hard, and he will think less of himself. It is worth repeating: these challenges must be in keeping with the child's abilities.

- To find out whether my child is able to do what I am asking of him, I must show an interest in him, monitor his development, pay attention to his efforts, stimulate him, trust my instincts and, when in doubt, consult other sources of information.
- I must try, then, to find the moment when my child can reasonably be expected to handle the challenge I am giving him. But that is not enough: I must also show him how to learn the skill and give him the chance to practise it. This can be slow going, but practising is the only way my child will learn, and it is normal to have to repeat something over and over again.
- From an early age, much of what a child does is rooted in the need to be loved. The more he feels he is satisfying his parents, the higher his degree of pride and self-esteem. This leaves him feeling that he has a loving, solid relationship with the people around him. But if he always feels inadequate, if he has difficulty understanding what is expected of him, his self-esteem and relationships will suffer. Hence the importance of clear messages, realistic expectations, parental consistency (parents acting

as a team) and encouragement when the child succeeds. This will help him in his development.<sup>3</sup>

### *The role of the parent*

Essentially, my role as parent is to be there for my child. Children (and, for that matter, teenagers and adults) need help, encouragement and confidence in order to meet challenges. It is only by doing things that my child will acquire the basic confidence that will drive his development. But he needs me to help him. I do so when I discuss with him how to go about achieving success (*e.g.* studying for an exam in one of his weaker subjects) and what methods he can use to help himself (*e.g.* inviting a friend over or preparing a study schedule). I also am helping him when I teach him to learn from his mistakes so that his next experience will be a successful one.

The following are some of the traps we set for our children under the guise of love:

- *Overprotecting a child* has the effect of cutting off his wings. Examples of overprotective behaviour include doing things for him, preventing him from assuming responsibility for the consequences of his actions, forgiving him and shielding him from frustration and difficulties. On the other hand, *allowing a child too much freedom*, being indulgent and permissive and failing to set limits also have a detrimental effect on a child's development.



Both these approaches prevent the child from finding out what he can do, practising and improving his skills, and feeling good about himself. What's more, they make him insecure and deepen his dependency on adults.<sup>4</sup> He is afraid and unsure of trying his hand at various things. Whether he is passive, withdrawn or hesitant, or, at the other extreme, is eager to defy authority and take on challenges that he is really not up to, he risks experiencing repeated failures and developing a feeling of incompetence.

- *Being authoritarian.* When a parent uses severe punishment to enforce obedience, he instils fear, mistrust and dissatisfaction in his child.<sup>5</sup> The child is concerned more about the parent's reactions than about what he should be learning.

Parents who are affectionate but firm, whose expectations of their child are clear and adapted to his abilities, and who encourage, respect and listen to their child but are not afraid of being strict with him if called for are creating conditions in which he can thrive. He will develop curiosity, self-discipline and self-assertiveness, and will be able to look after his own needs.<sup>6</sup>

It behooves parents to ask themselves: "How do I exercise my parental supervision? What do I encourage and why?" For example, a parent may overprotect the child to spare him from excessive punishment at the hands of a violent spouse.

### 3. I Need to Eat, Drink, Sleep... and Feel Secure

Throughout his development, a child needs security. A child feels secure when the following needs are being met:

- *The need to feel loved* by the people who matter in his life. The parent should pay attention to his child and respect him for what he is. He must not succumb to the temptation of living out his dreams and ambitions through his child.

Paying attention to the child means finding out who his friends are, knowing what types of food or clothing he prefers, remembering his teacher's name and so forth. A host of little things make the child feel important in his parents' eyes.

A child "picks up on" the words his parents use to talk about him, the way they act with him and the home environment. A child who is regularly reprimanded and put down ends up feeling worthless. On the other hand, an environment that allows for mistakes, accepts personality differences and is warmly supportive communicates love.

A child who feels unloved by his parents desperately seeks their attention through tears, harassment, complaints, thefts, repeated failures at school or other behaviour that invites rejection. The parent must take the time to meet this need for love, and he must accept this altogether normal



dependency. A child who is regularly punished – when all he wants is to be loved – will remain dependent.<sup>7</sup>

- A child *needs to form an intimate, lasting relationship* with those around him.
- A child *needs a structured upbringing*. Clear rules and a routine in place since infancy meet the child's need for security. He feels confident because he knows the limits he must adhere to, can anticipate his parents' reactions (*e.g.* giving him a hug when he does something nice) and can do things on his own. He also knows that the purpose of these rules is to look out for his well-being.

A child is able to adjust to different rules in different homes. But he will find it extremely difficult to adapt if his parents' rules are not consistent with the values they espouse.

#### 4. Self-esteem

Developing good self-esteem enables us as children – and later on as adults – to assert ourselves, believe in ourselves, form an accurate self-image and overcome life's obstacles. For instance, a child will find it easier to overcome his problems at school if he has a positive attitude. A lack of self-esteem, on the other hand, will leave him doubting himself – regardless of whether he succeeds or fails – and constantly comparing himself to others. Parents can help their child build good self-esteem by paying particular attention to the following needs:<sup>8</sup>

- First and foremost, *the feeling of being loved*.
- *The feeling of being capable* ("I feel good about myself"). It is by looking at the results of his actions that a child determines whether or not he should feel good about himself. Consequently, it is important that he experience successes. To do so, however, he must learn how to ask for help and how to accept it without feeling that he is a burden. The parent should direct his encouragement at his child's efforts and perseverance rather than the results.

When a child hears: "Way to go in math – that's the kind of effort we like to see!", he learns how to give himself credit for the things he does well. When he is constantly compared to others, the message he receives is that his value can be determined only in relation to that of other people. "I'm good if you're worse than me" becomes his way of judging himself. This leaves him one step away from competition, criticism and put-downs.<sup>9</sup>

- *The feeling of having some control over one's life*. A child must be shown that he too is responsible for his own development. To do so, the parent should include him in what is going on around him. He could, for example, encourage the child to express his point of view when a decision is being made that concerns him and help him identify the consequences of his choices. If the



parent constantly decides for him, the child will develop a deep feeling of powerlessness. He may become dependent and let others make his decisions for him.

- *The feeling of having a moral code.* Obeying his parents' rules is the child's first step in meeting the normal requirements of living in society. As he grows older, he learns other viewpoints – in school or from a group of friends, for instance. He compares these viewpoints with those of his parents. This is how he begins to develop his own moral code.

Research<sup>10</sup> has shown that the children of authoritarian parents have less self-esteem and self-control than the children of democratic parents. Indeed, a harsh, rigid form of discipline based on punishment does not encourage children to be co-operative, sensitive to the needs of others and rule-abiding. To help their child develop these qualities, parents must take the time to show him how his behaviour has consequences for himself and for others. Parents should not hesitate to repeat this exercise with their child. Comments like: "Jamie had fun playing with you this afternoon because you took the time to consider what he might like to do" give the child insight into his behaviour.

## **5. When Behaviour Speaks Louder Than Words**

Children express their happiness and their pain through their behaviour. One child may sleep poorly for several nights, another may exhibit aggressive behaviour or a lack of motivation in school, still others may withdraw into their shells – all are expressing through their behaviour what they cannot tell us in words: that they are having difficulty coming to terms with something or other (a move, a divorce, etc). We must be sensitive to our children's behaviour changes, especially if they are sudden. Whenever our children are troubled by something, we must help them overcome their difficulties.

## **6. Where to Turn for Help**

For your child to develop harmoniously, he needs respect, love, guidance and basic common sense. As a parent, your greatest challenge lies in realizing that you are up to the task and in trusting yourself. You have all the necessary resources. If you hesitate, make a mistake, recognize this and change your approach, you will be setting a good example for your child.

If you feel like sharing your experiences with other parents, go right ahead.



If, on the other hand, you:

- feel out of your depth or ill at ease;
- feel that your child is not responding to you any more, is always up to no good or is provoking you;
- feel that violence is the only way you can get your child to obey you;

do not keep these concerns to yourself. Talk them over with a person you trust or someone who can refer you somewhere else. You can also contact a parents' self-help group, a hotline, Parents Anonymous, your LCSC, a shelter for battered women, a women's centre or a support group for violent men.

### **Suggested Readings and Audio-visual Materials**

Gordon, Thomas: Parents efficaces. La méthode sans perdant. [Teacher effectiveness training], Éd. Le Jour, Montréal, 1976, 445 p.

Laporte, Danielle, Duclos, Germain and Geoffroy, Louis: Du côté des enfants. Éd. par l'Hôpital Ste-Justine et le Mensuel Enfants, Montréal, 1990, 289 p.

Patterson, Gérald R and Gullion, M Elizabeth: Comment vivre avec les enfants. [Living with children], Éd. La Presse, Montréal, 1974, 93 p.

Le Magazine Enfants, 228 ouest, rue Laurier, Montréal (514) 270-5539

Your local public library also has some excellent books available.

The family violence audio-visual resource catalogue of the National Clearinghouse on Family Violence contains over 70 titles of films and videos. These may be borrowed free of charge from the regional offices of the National Film Board.

### **Footnotes**

1. Olds, Sally W and Papalia, Diane E: Le développement de la personne [Human development]. Translated by Françoise Forest. Quebec adaptation by Lucie Goulet. Études Vivantes, 3<sup>e</sup> édition, Montréal, 1989, p. 239
2. Cloutier, Richard and Renaud, André: Psychologie de l'enfant, Éd. Gaëtan Morin, Boucherville, 1990, p. 354
3. Ibid, p. 352
4. Baumrind (1971), Ambron (1981), quoted by Cloutier and Renaud, p. 412
5. Olds and Papalia, p. 240
6. Ibid, p. 240
7. Cloutier and Renaud, p. 412
8. Olds and Papalia, p. 296-297
9. Portelance, Colette: Relation d'aide et Amour de soi. L'approche non directive créatrice en psychothérapie et en pédagogie., Éd. du CRAM, Montréal, 1990, p. 239-240
10. Hoffman (1979), Loeb, Horst and Horton (1980), quoted by Cloutier and Renaud, p. 426



In this text, for stylistic reasons, the masculine shall be deemed to include the feminine.

This document was prepared under contract by Danièle Fréchette, a psychosociologist specializing in conjugal violence and family crisis intervention. We would like to thank the following people for their invaluable assistance: Suzanne Dessureault, in charge of the parents program at the Centre Mariebourg; Janice Ireland and Gisèle Lacroix, program officers with the NCFV; Andrée Lamontagne, educational psychologist; Femmy Mes, program officer with the Child Care Programs Division, HWC; Richard Meloche, communications consultant; Ginette Pelland and Denis Provost, parents; Jean Tison, a psychoeducator with the Montreal Catholic School Commission; and Dawn Walker, Chief, Child and Family Health Unit, HWC.

For further information on family violence, please contact:

**National Clearinghouse on Family  
Violence  
Family Violence Prevention  
Division  
Social Service Programs Branch  
Health and Welfare Canada  
Ottawa, Ontario  
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(613) 957-2938**

or call the following toll-free number:  
**1-800-267-1291**



For TDD users, (613) 952-6396  
or call the toll free number,  
1-800-561-5643

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These anxious remarks are a common refrain among parents. All too often, parents are afraid of making a mistake that could mark their child or fear "leaving out" something important. But let's make one thing clear right from the start: parenting is something you learn as you go along. Trusting your basic common sense and your instincts, and talking things over with others, is still the best way to go. Having faults does not disqualify you from being a good parent--we all have our strengths and weaknesses. After all, to err is human, but to be perfect is impossible.

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parents of younger children. The first sheet deals with children's development and needs, while the second focusses on the role of the parent and on ways of facilitating the parent-child relationship.

### 1. Being A Parent

All parents hope that their child will grow up to be a happy, independent adult. But how do parents help this come about? Therein lies the challenge. You cannot anticipate every situation your child will have to face, but you can show him from a very early age how to develop good judgment by offering him guidance: "How will you go about doing that? Do you want some help?"<sup>1</sup>

The starting point is creating an affective relationship with him and seeing him for what he is. Your way of



thinking and doing things should also provide him with a clear direction. Finally, much can be gained from taking a long, hard look at the question: "What do I want for my child?".

## 2. Knowing Yourself

Parents are, first and foremost, people. Many of the experiences we share with our children bring out our good points, our bad points, our ways of dealing with things, our needs and our personal history.

If we take the time to ask ourselves some questions, we will be able to see ourselves more clearly and to change our approach, if need be. Do I take care of myself? Do I respect myself? Are my actions fuelled by my emotions (anger, sadness...)? Am I reacting against how my parents brought me up? Am I acting in the best interests of my child or for my own benefit? What do I want? These questions help us identify the model that we offer our children, a model that influences them considerably.<sup>2</sup>

It is important to note, however, that the fact that an adult was traumatized, neglected or physically abused as a child does not mean that he will be an abusive parent.<sup>3</sup> Parents who are sensitive to what their children are experiencing find ways to develop good relationships with them.

## 3. Establishing Affective Relationships

Playing with your child, sharing in his activities, having fun with him – these are all ways of establishing an affective relationship with him. Here are some other ways:

- *Put yourself in your child's shoes* in order to learn what he may be feeling in a given situation. To do this, think back to how you would have felt in that situation when you were a child.<sup>4</sup>
- *Be an active listener.* Be attentive to what your child is experiencing by getting him to express his needs and feelings. Ask him questions so that you can think things through together, and not so that you can simply reject what he has to say.
- *Trust your child's abilities.* A challenge (within reason) can be stimulating. Mistakes can be due to a lack of maturity or something that has been improperly learned. Avoid questioning your child's motives.
- *Help your child learn without doing things for him.* Give him opportunities to experience success. When your child makes a mistake or suffers a setback, review the situation together to help him make better choices next time.



## 4. The Importance of Communication

Family communication should be kept simple. Discussions should not drag on forever. A five-to-ten-minute conversation is sufficient, even for a ten-year-old. Messages should be clear and non-contradictory. Your actions should reflect your words, and your words should be consistent with your gestures, body language and tone. This enables your child to feel confident and to grow up with a clear understanding of what is expected of him.

## 5. Parental Authority

### *Learning self-control*

There are certain things you can do to help your child learn self-discipline:<sup>5</sup>

- learn more about your child by observing his behaviour;
- make sensible rules and stick to them;
- take the time to explain these rules;
- help your child choose behaviour appropriate to the situation;
- if you want your child to obey your rules, then follow them yourself;
- be fair and loving.

Teaching a child self-control requires a great deal of patience. It is a long road, and there will be setbacks. In order to successfully navigate this road, your child needs you to set an example.<sup>6</sup> A Swedish study reports that disciplined parents who always act in accordance with their values do not have to use

pressure to have disciplined children. However, parents who demand discipline yet are incapable of self-discipline do not get any results.<sup>7</sup>

### *What if I lose my patience...*

Certain situations can make us lose our patience. Try not to over-react or to put too much blame on yourself. To avoid "losing your cool", try to recognize the warning signals, calmly tell your child what is happening and ask him to leave you alone.

But are spankings or other acts of violence so bad? A parent who punishes his child in this manner shows him that it is sometimes all right to:

- lose his self-control;
- hit someone, even if that someone is smaller than him.

The parent may win peace and quiet or obedience temporarily, but he will lose in the long run. There is no educational value in using violence, because violence does not teach the child what he should have done in a given situation. On the contrary, the child becomes bitter and aggressive, and looks for ways to get even.

### *Reward, punishment and consequences<sup>8, 9, 10</sup>*

#### *Reward*

There is every indication that rewarding a child for his good behaviour and sensible decisions is still the best way to raise him. This



encourages him to continue in that vein. There are very simple ways of rewarding a child: a kind word, a smile, an affectionate remark, a word of encouragement, a caress...

### *Punishment*

Another way of eliminating a certain mode of behaviour is to ignore it. Eventually, your child will stop repeating this behaviour (such as whining) if you stop paying attention to it. Of course, you should avoid this tactic if it endangers his safety or that of another child, or if he takes advantage of your indifference.

Punishment should not always be ruled out. In certain situations (such as when a child persists in acting in an unacceptable or dangerous manner), punishment is necessary. It should not, however, be administered in a climate of rancour, vengeance or aggressiveness, for this will leave the child bitter, frustrated and full of resentment. For punishment to be effective, a warm relationship must exist between the parent and child.

Asking a child who has misbehaved to leave the room in order to calm down and reflect on his actions can have a positive effect. He should be sent to a quiet area, with no toys. This method is also useful in that it gives the parent and the child a cooling-off period, allowing each to return to his senses.

Another method is to take away one of the child's privileges, such as going

outside after supper, riding his bicycle or watching a television program.

### *Consequences*

In leading a child towards independence, it is wise to introduce the notion of consequences as part of his upbringing. The decisions he makes have consequences, and he is responsible for any positive or negative repercussions. This teaches him to assume responsibility for his choices.

Certain consequences can be self-evident. For example, if an object is broken on purpose, it will not be replaced. However, when it comes to rules, the consequences must be spelled out beforehand. The parent and child enter into a contract. For instance, the child knows in advance that if he does not come home for supper, he will not get a full meal (logical consequence) and will be forbidden to watch television (loss of privilege).

Consequences may also be determined jointly by the parent and the child. In the case of a broken window, it may be decided that the child will pay part of the costs of replacing it or will personally help repair it.

Whether it comes down to punishment or consequences, parents must take into account the following:

- The child must know what he is being accused of. A warning is appropriate and can sometimes suffice. Never set traps for him.



- The gravity of the misdeed and the degree to which the child is responsible determine the penalty.
- The timeframe must be reasonable; otherwise, the parent will give in (either from exhaustion or a sense of guilt), or the situation will become too heavy for the child to take.
- The parent has to stick to what he says. If he spells out what the consequences or punishment will be, this must be something that he can and will enforce. Misbehaviour is hard for a child to stop if it is punished one day and not the next.
- The penalty must be aimed at the child's misbehaviour, and not at him personally. He can be told: "I cannot accept this type of behaviour." On the other hand, telling him: "You never do anything right" is needlessly hurtful and leaves him with a poor self-image.
- The key elements of the daily household routine, such as bedtimes, meals and baths, should not be the target of penalties. These should remain enjoyable times.
- The parent must react quickly to the misbehaviour or even forestall it if possible. The sooner the child is warned or reprimanded, the sooner he will learn to refrain from misbehaving.<sup>11</sup>
- The parent must verify whether the undesirable behaviour is being eliminated.

- An effective strategy may consist in suggesting and encouraging good behaviour. For example, instead of the parent angrily saying: "Your friends are coming over for lunch again? What am I, your servant?", the parent can suggest that the daughter check in advance whether it's all right.

Punishment is abusive if it lasts too long, is accompanied by blows, results in injuries, involves physical control (tying the child up, for instance), humiliation or threats, or is often administered for no good reason.

### ***Rules***<sup>12</sup>

For discipline to be effective, it must be based on clear, familiar rules. And rules – by establishing what is and what is not allowed – express family values. A value is something we care about. It can be respect for human dignity, authority, social status, non-violence, money, helping others and so on. For example, if I value human dignity, I will not tolerate any vulgarity in my home.

To learn more about my rules, I could do the following:

- First, make a list of my rules.
- Next, ask myself if all the members of my family understand and are familiar with my rules. Are my rules adapted to my child's abilities? Are they fair? Do they serve all the members of my family? Do they achieve the desired results?



- Are my rules influenced by my frame of mind? By other people? It is important that our rules reflect our beliefs, values and limits. If a child feels he can come home at 6:30 instead of the agreed-upon time of 6:00, he will do so.
- Are my rules open to discussion by members of my family? If children cannot question a rule openly, they will question it indirectly. It is better to promote a frank and honest approach. The parent should remain open-minded, but should never lose sight of the fact that he has the last word.

### *What causes and perpetuates aggressive behaviour in children*<sup>13</sup>

- The child gets what he wants through aggressive behaviour.
- The parent tolerates aggressiveness. The message received by the child is that this type of behaviour is permissible.
- The parent encourages the child to use aggression to resolve conflicts with others.
- The parent himself is aggressive towards his child. Not only does this pose risks for the child, but it serves as an example of how he should handle situations. He sees that this type of behaviour is allowed and has no negative consequences. He too begins to tolerate violence. At some point, he may remark: "It's no big deal – just a little tap."

- The child is constantly frustrated because his needs are not being taken into account by the parent.

Research<sup>14</sup> has shown beyond a doubt that severe discipline, including physical punishment, leaves the child angry, frustrated and aggressive. It also causes him to resent the parent and to flee him in order to avoid being punished. This fear of punishment leads him to lie.

## **6. Where to turn for Help**

For your child to develop harmoniously, he needs respect, love, guidance and basic common sense. As a parent, your greatest challenge lies in realizing that you are up to the task and in trusting yourself. You have all the necessary resources. If you hesitate, make a mistake, recognize this and change your approach, you will be setting a good example for your child.

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### **Suggested Readings and Audio-Visual Materials**

Bettelheim, Bruno: Pour être des parents acceptables [A good enough parent], Éd. Robert Laffont, Coll. Pluriel, Paris, 1988, 400 p.

Gordon, Thomas: Comment apprendre l'autodiscipline – aux enfants. Éduquer sans punir. [Teaching children self-discipline at home and at school], Éd. Le Jour, Montréal, 1990, 254 p.

Satir, Virginia: Pour retrouver l'harmonie familiale [Peoplemaking], Éd. France-Amérique, Montréal, 1980, 306 p.

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### **Footnotes**

1. Satir, Virginia: Pour retrouver l'harmonie familiale [Peoplemaking], Éd. France-Amérique, Montréal, 1980, p. 252
2. Cloutier, Richard and Renaud, André: Psychologie de l'enfant, Éd. Gaëtan Morin, Boucherville, 1990, p. 617
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4. Bettelheim, Bruno: Pour être des parents acceptables [A good enough parent], Éd. Robert Laffont, Coll. Pluriel, Paris, 1988, p. 23
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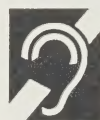
In this text, for stylistic reasons, the masculine shall be deemed to include the feminine.

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For further information on family violence, please contact:

**National Clearinghouse on Family Violence  
Family Violence Prevention Division  
Social Service Programs Branch  
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(613) 957-2938**

or call the following toll-free number:  
**1-800-267-1291**



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